

BOOK OF COMMON PRAYERS

SUNDAY SCHOOL MANUAL

BY REV. C. H. MOODY

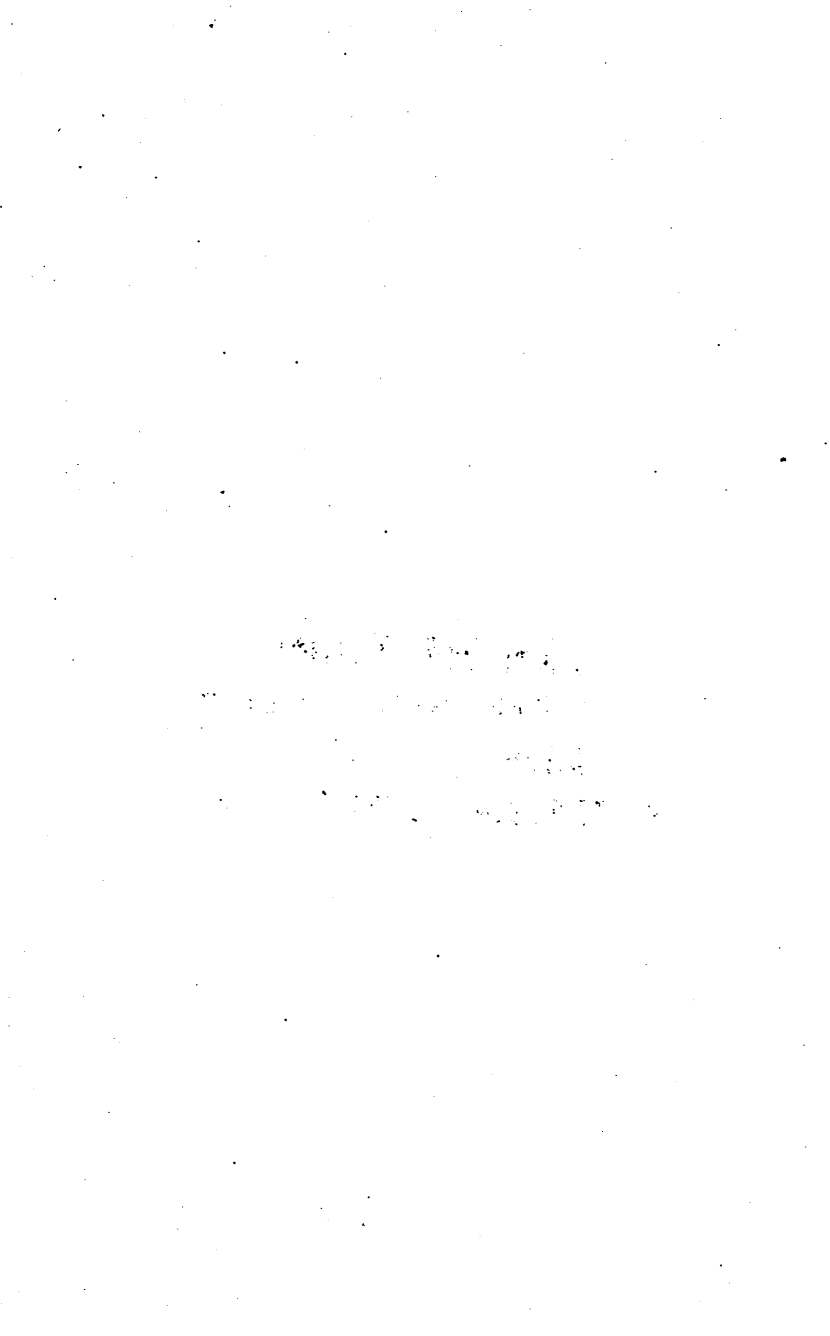
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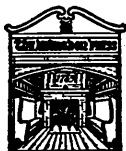
GEORGE HERBERT BETTS, Editor

TALES OF GOLDEN DEEDS

Teacher's Manual

BY

MILDRED O. MOODY



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I. THE GREAT OBJECTIVES

THIS text has been prepared to aid in teaching nine-year-old children, with two great objectives in mind.

1. To create and stimulate motives for Christian conduct.

2. To direct that conduct in definite service activities.

This makes the fact very apparent that the course is one of *training* primarily, rather than a course of information.

MOTIVES TO BE USED

The first motive to be taken into consideration is the motive of *Approval* or *Disapproval*. This desire for the approval of the teacher, of parents, of the group (class), of the community, of God needs to be stimulated, and also directed, so that it may not come to be an unwholesome thing. The development of this motive for conduct will aid greatly in achieving habits of Christian living. It is instinctive in the life of the child, hence it can be used as the basic motive: a possible basis upon which to build into the life the more permanent motives of conduct.

The second motive is that of *Making Others Happy*, a very real service motive. This also is instinctive and needs development. It holds within it the source of unselfish thinking of the joy and the happiness of others rather than of themselves.

It can be made the underlying motive of all life's service.

The third motive, easily aroused, is *Sympathy*. It expresses itself in helping others, and because it leads the child to sympathetically help others it leads him to help God. It is not nearly as spontaneous as the two motives named above, but because of the ease with which it may be fostered it is fundamentally useful in training children in Christian living.

The fourth motive is one which we must build into the life of the child, the motive of *Duty*. Doing the thing we do not wish to do, doing the thing that is very hard to do, simply because it is our duty, is not an easy motive to create. It is a motive of which a nine-year-old is capable, however, in its beginnings, and if he is to recognize duty as a director in later years, he must begin to recognize it now.

The fifth motive is the motive of *Right*. To do the thing that's hard, to do it even if it makes us unhappy, to do it for some one else, just because it is right, is to reach a larger, higher plane of Christian development than is possible through any of the other motives. The beginnings of attaining this motive can be started in the lives of these nine-year-olds; especially if we will make the first two motives for conduct the results of this *act of right*. A service performed because it is right ought, at first, to lead directly toward making somebody happy or winning approval. Both results should be unknown to the child until after the service is completed.

THE CONDUCT DIRECTED

In the field of Obedience: The nine-year-old is beginning to make choices and decisions of his own, but part of his choosing and deciding must needs be directed by those older in experiences. This means that through these lessons we will help the child take willingly the decisions parents, school-teachers, and older brothers and sisters make for him. This helps to make him a cooperative part of his world.

In the field of Service: We have really harmed the child more than we have helped him if we create a motive for conduct which logically leads to service and then do not definitely direct the child to express the motive in action. To arouse the impulse to serve and then to leave the child to find his own field in which to express that impulse is dangerous. Either one of two things happens—the impulse dies unexpressed or the child very possibly chooses the wrong field for his action. Directed service conduct is an absolute necessity.

In the field of Social Relationships: Help the child become adjusted to his ever-enlarging world by training him in his conduct toward others—the others of his home, of his play, of his social life, of his school life, of the different nationalities in his community. We mean not merely the “manners” the child displays in his “party” life but the small courtesies in the home, the respect he shows to older people, his companionableness to those of other races and of other circumstances of living. His conduct needs training in this field. The result is world brotherhood.

In the field of Personal Responsibility: The conduct of the child needs directing in assuming, without being told, some of the tasks of the home. A training in helping a child to recognize and to take upon himself a piece of work which needs to be done is the beginning of making an independently useful *doing* life. "A child who begins in babyhood to share in all the little tasks of home, who is led to practice unselfishness in small daily acts and words, will never become self-centered in later life."

In the field of Imitation: We cannot fail to recognize the fact that the nine-year-old is imitating the acts of others. It matters not so much to him whether the result of that doing be good or evil. If the act is big enough to arouse his admiration, there is either the danger or the benefit arising from imitation: danger, if the act imitated is evil; benefit, if the act imitated is good. We need to help him in directing his conduct resulting from imitation.

II. THE CHILD AND THE TEACHER

MENTAL CAPACITIES AND LIMITATIONS

THE mental capacity of a nine-year-old child is simply astounding. Because he is capable of so much, we are tempted to crowd the mind with "many things," rather than helping him to obtain a perfect mastery of the information given and to organize the ideas and ideals beginning to form. There are, however, some mental limitations which we must consider. He has little power to understand figurative or symbolic language. He is too

literal-minded. His capacity for holding a fund of knowledge is rapidly increasing, but we cannot depend upon his power of recall unless we help him.

Interests: He is interested in anything which is being *done*. He is beginning to admire men for what they *do*. Abstractions have no attraction for the nine-year-old, but the abstract principle made concrete in the story action of living people grips the imagination of the child and starts the desire to *be like*. It is for us to capitalize this natural interest in the doing of folks to help the boy and girl idealize and so imitate the *doer* of *Golden Deeds!*

Memory: Rapidly increasing power to memorize is a mental characteristic of these children. Recognizing this fact we are prone to cram the mind with nonusable thought. The memory work (both the biblical and hymnal material) in this text has been chosen with two standards in mind: (1) that it shall be a beautiful biblical passage, and (2) that it shall be near enough to the child's experience to be called back to mind frequently.

Appreciation: The nine-year-old child has a very clear sense of justice and fair play. We cannot expect that he will always in and of himself form wise judgments or make safe discriminations. He needs wise leading, but through that leading we can see responses to the right values coming more and more often in his life.

THE PHYSICAL SELF

Activity: Probably action is the chief physical characteristic of nine-year-old boys and girls. They are constantly on the move: always doing some-

thing. They play hard. They work hard—when play or work is attractive. Muscular energy seems unailing. From early morning until night they *do* things. To have any instruction become grippingly, vitally real to this child, it must then contain some qualities which satisfy this natural, physical hunger for movement.

Nerve Energy: The nerve energy of this child needs to be conserved. It is a mistake to let a child of this age become nervously overwrought by either play or work. No harrowing tales, no frightening stories, no tragic pictures can be inserted into this nine-year-old instruction if we desire to help him into a manhood with a splendidly controlled *nerve* power. Should the work of your class period overtax the nerve energy of any one child, bring relief to the whole class by a complete change.

THE SOCIAL NINE-YEAR-OLD

He is not an extremely social being, this nine-year-old. He often enjoys best playing quite alone, and even when with a group he thinks of his own part in the group activity. But he *is* beginning to look for playmates—a few—of his own sex and age. Often he wants his own way, and won't play if he can't have it. He does not easily adjust himself to this world of others. He does not easily become a cooperative part of his social world.

For his own happiness and that of the group this junior must be helped to have some sense of the rights of others in his social relationships. His need for this exceeds his interest in it greatly. But the teacher understanding this fact can meet the need through stimulated interest.

III. THE MATERIALS AND THE METHODS

THE MATERIALS

CHILDREN learn through the three channels of hearing, seeing, and doing, but one is not as proportionately valuable as the other. They tell us that children get and retain about one tenth of what they hear. That is not very much. They say that they get about three tenths of what they see. That is better. And that they get about six tenths of what they do. Believing that this is approximately true, the materials of this text provide for the use of all three avenues—hearing, seeing, and doing.

Hearing: Stories.—The story is unparalleled in its power to make truth clear to children. These stories have been taken largely from biblical material, but chosen to fit the aims and objectives we hope to make permanent in the life of the pupil we teach. There will be found preceding each division in this manual an outline with the main themes of the division and the aim of the stories used tabulated for ready reference. Study these four outlines and see the progression of the course before you undertake to teach any of it. The stories are *doing* stories without exception.

Seeing: Illustration.—There are four types of illustrative material to be kept in mind.

First. *Explanatory* illustrative material. The writer does not have the privilege of knowing just *your* group of boys and girls with their limitations of experience. If there is any picture the story holds

which would be unreal to the child while you are telling that story, procure a picture which will explain the unreal situation and study it with the class *before* you tell the story.

Second. *Descriptive* illustrative material. Pictures which will serve to emphasize some scene of the story, a scene not necessarily unreal to the child's experience, are descriptive pictures. Use this type of material at close of the lesson story and for review.

Third. *Revealing* illustrative material. This tells how the story came out. Serves to make a deeper impression of the climax and aim of the story. Use it always at *close* of new story and in review.

Fourth. *Applicable* illustrative material. This is material showing the aim of the story, not in the pictures of old biblical times, but in the modern life experiences of the child. Use *after* the new story and in review. Set the children hunting for this kind.

Doing: Expressional Activity.—Much place in this text has been given to expressional activity on the part of the children. This feature has been divided into two parts: (1) class expression, and (2) conduct expression. It is imperative that neither of these types of expressional work shall be slighted or ignored if the course is to be effective.

By class expression we mean the notebook work; making the Bible bookshelf: the molding of the Moabite Stone, etc.

By conduct expression we mean the service activity provided for the class and individual members during the days between lesson periods.

To make the Bible bookshelf:

Take small boxes, such as penny match boxes, cover with clean white paper. Cut out one of the narrow sides, write the name of the book across the back and put a small rubber band around it.

To make the Moabite Stone:

Take mounting board about 5 by 8 inches. Outline the shape of the Moabite Stone on each. Have this much done before class. Giving children gray plasticene, let them cover the outlined space with a thin coating. With a sharp pencil point they can cut into this "stone" the words of the memory work from memory.

The Method: Story.—We have said before that the story is the best means through which truth can be conveyed to children. So the heart of every lesson is here given in story form. The child has not been required to prepare the lesson *previous* to its presentation. Any week work done on the part of the class is done on the lesson just taught. This saves the first opportunity to the teacher.

Conversation, question and answer, discussion will all have their place. Each lesson provides for each, but the *heart* of every lesson period should be the *story*. That offers you your greatest chance. It is the most effective means, zealously guarded. Keep that part of the lesson in your own hands.

OUTLINE FOR DIVISION I

GOD, THE FATHER, PLANS A WORLD FOR GOLDEN DEEDS

<i>Division and Theme</i>	<i>Name of Story</i>	<i>Aim of Story</i>	<i>Story Content</i>	<i>Biblical Reference</i>
GOLDEN DEEDS PERFORMED BY GOD'S FOLLOWERS	1. How the World Grows.	God of Power.	Creation Story.	Genesis and Psalms
	2. Jehovah Finds a Leader.	God of Interest.	Moses Called.	Exodus.
	3. The People's Escape.	God of Helpful- ness.	Leave Egypt.	Exodus.
1. <i>Forming right ideas about God.</i>	4. The Tent of Meeting.	God of Worship.	Scene on Mount Sinai.	Exodus.
2. <i>Using these ideas to create right attitudes toward God and our playmates.</i>	5. A Cry of Warn- ing.	God of Justice.	Amos in Bethel.	Amos.
	6. Planning a Journey Back Home.	God of Forgive- ness.	Cyrus Sends Is- rael Back.	Isaiah and Jere- miah.

DIVISION I

CHAPTER I

HOW THE WORLD GROWS

Theme: Forming right ideas about God, the Father.

Using these ideas to create right attitudes toward God.

Aim: To give child the idea of the greatness of God.

To explain the presence of God.

To arouse desire to help God complete creation by doing golden deeds.

To create impulse to keep him near.

Preparation: Read in the biblical account:

Genesis, first chapter.

Psalms 139. 33; 19. 1-7; 24.

Proverbs 8. 22-36.

In Dr. Rall's *What Shall I Believe?* read Chapter IV.

Study the story text carefully with teaching points in mind.

Appreciate the greatness of God. Take attitude of loving nearness.

Teaching Points: Origin of the world is from God. Bible, source that tells us.

Its development not yet complete. Will not be until all is as God desires.

How is it developing? Under God's direction with us helping.

We are coworkers with a Great Power.

Where is God so we can work with him? Here when we will let him be.

How can we help him finish his world? By doing *golden deeds*.

What is necessary if he lives with us in our lives?

Method: Since this is the first story lesson, probably it has not been read or studied. Let us begin by getting our point of contact in the great men and women the boys and girls know, or have read about. Find out why they consider them great. You will probably find it is because of something each has *done* that the class chose them. Because this is the doing age, this conversation makes a splendid bridge over which to carry the children's admiration to the *powerful, doing* God.

Tell the story as effectively as possible.

Get back from the children the teaching points of the story. As they give them record on blackboard.

Expressional Activity: Copy teaching points given from the blackboard into a notebook.

Add list of ways in which we can help God make the world more beautiful—done individually.

What the boys and girls think is necessary in life where God lives—in a town where God lives—in a country where God lives.

Things in their community God wouldn't be happy about.

Application: Plan some activity by which class can help rid the community of some one phase of living God would not like.

Watch for people in whose life God lives. Bring reasons to class next session.

Make list of times during week when they thought of God's power. List of times when they thought God was with them. (Teacher give explicit example from her own experience of a time when God was with her.)

Learn Psalm 24:

"The earth is Jehovah's and the fullness thereof;
The world, and they that dwell therein.
For he hath founded it upon the seas,
And established it upon the floods.
Who shall ascend into the hill of Jehovah?
And who shall stand in his holy place?
He that hath clean hands, and a pure heart;
Who hath not lifted up his soul unto falsehood."
or,

Psalm 8:

"O Lord our Lord, how excellent is thy name in all the earth! who hath set thy glory above the heavens. . . .

"When I consider thy heavens, the work of thy fingers, the moon and the stars, which thou hast ordained; what is man, that thou art mindful of him? and the son of man, that thou visitest him?"

CHAPTER II

JEHOVAH FINDS A LEADER

Theme: Forming right ideas about God, the Father.

Using these ideas to create right attitudes toward God.

Aim: To give the child the idea of God the interested, understanding Father.

To discover how God shows his interest.

To make clear God's communion with us—ours with him.

Preparation: Read the biblical account of story, Exodus 3. 1-15; 4. 1-14.

Acquaint yourself with the knowledge Moses had of the cruelty of the king:

Killing of babes—Exodus 1. 22.

Punishment of workers—Exodus 1. 10, 11.

Cruelty to the Israelites—Exodus 1. 13, 14.

The above will be used to emphasize his fear of going back. May be used introductory to lesson.

Know the different means of communication used in those days and used in this day. The story of the runners of olden times.

Find out the condition of country through which Moses would have to travel back—desert.

Teaching Points: Carried over from last lesson—God's presence with people.

How Jehovah knew about their sorrows. Prayer of the people.

Jehovah uses a man to answer the prayer. How Jehovah uses us to show his interest in other people:

Flowers sent to the sick.

Helping an elderly man across the street.

Taking the part of the weak always.

How did Moses know about the sorrows of his people? The runner told him. Jehovah told him.

How Jehovah spoke to Moses from the burning bush.

The different ways in which God speaks to us today.

The excuses Moses made. Compare his nature with ours.

Excuses we make when we do not wish to do things.

The real reason for Moses' decision. The real reason for ours.

Significance of God's promise to be with him. Is he with us? When? Contact with Lesson I.

Method: The memory work of Lesson II gives excellent opportunity for getting back conception of God which children received from first lesson: This God of *power* interested in each one of us.

References under preparation: Exodus 1. 22; 1. 10, 11; 1. 13, 14 found and read by children. Their interpretation made before proceeding with the story. Tell it. Find Jeremiah 51. 31. Interpret its meaning. Compare with messages sent to-day.

Finding other ways in which God spoke to men in olden times, children looking them up:

1. To David—in a cloudy pillar—Psalm 99. 6, 7.
2. To Elisha—still small voice—I Kings 19. 13.
3. To Ezekiel—from noise of wings—Ezekiel 1. 24.
4. To Jesus—by a dove—Matthew 3. 16.
- 5 To Peter, James, and John—in a bright cloud—Matthew 17. 5.
6. To Paul—out of the air—Acts 9. 7.

Responses as to how Jehovah speaks to his children now (*Stories for Worship*—Hugh Hartshorne).

Discussion of the excuses of Moses. By questions, receiving from children real reason for Moses' decision.

Expressional Activity: Let each child write in his note book the parts of the lesson story he thinks he should remember.

Add to that instances in which he thinks Jehovah spoke to him. How did he answer?

Times in which God has used each one.

Write a prayer asking to be used.

Application: Find during the week special doings in the community through which Jehovah is showing his interest in your town.

Plan to do something for a sick comrade, a lonely old lady, so through you God may show his interest in them.

Make a list of times in which God uses you during the week. Bring next class day.

Assignment: Learn first part of Psalm 27:

“Jehovah is my light and my salvation,

Whom shall I fear?

Jehovah is the strength of my life,

Of whom shall I be afraid?”

CHAPTER III

THE PEOPLE'S ESCAPE

Theme: To help children form right ideas about God.

Using these ideas to create right attitudes toward God.

Aim: To give child idea of God as the God of Help.

To understand that we must help Jehovah aid us.

Preparation: Read first the biblical story as found in Exodus 5. 1-10; 7. 8-23; 12. 29-37.

Prepare the lesson as found in the pupil's text.

Understand reasons why Pharaoh would not let the people go: Exodus 5. 2—Did not thoroughly understand the great power of God.

Exodus 5. 6, 7, 8—Wanted the men for slaves.

Exodus 10. 9, 10, 11—Wanted to keep the herds and cattle.

Exodus 10. 9, 10, 11—Wanted the women and children for servants.

Teaching Points: Moses' fear all departed. Why? His knowledge of God's help.

The results of broken promises: saying we will do something and never meaning to do it. Results of individual broken promises. Teacher's experiences.

The fundamental principles making Moses successful:

Persistence—never giving up.

Unfailing courage—trying over and over again.

Reliance upon God—going to him for help.

Giving credit for deliverance where that credit belongs—to Jehovah.

Thanks for his help expressed—not forgetting when things go wrong.

Method: The story of Moses meeting Aaron in the wilderness read by one of the children—Exodus 4. 27-31. The contact with last lessons can be gained by having the first "sign" explained by a member of the class: the sign of the rod referred to in the first lesson. The other two signs, "leprous hand" and "water turned to blood," explained by teacher—Exodus 4. 8, 9.

Have story told by members of the class.

Questioning and informal conversation bringing out chief points of truth:

1. Reason for Pharaoh's refusal.
2. The result of his lies.
3. Unfailing, persistent courage of Moses in going back to the king so many times.
4. Get from children reasons for Moses' courage; the reason for deliverance. Both reasons the same—God's help.

Personal stories of times when Jehovah has helped them told by several members of the class.

Expressional Activity: Chief points of the story recorded in child's notebook.

Make a list of three times when we may need the help of Jehovah in our school. How can we obtain his help?

Write a prayer for God's help in some one thing you are anxious to accomplish.

Form a class prayer to use in worship during the week.

Memory work recorded in notebook: Psalm 24.
2-3.

Application: Make no effort to make permanent in the child's memory either the number of the plagues nor the order of appearance. The application of this lesson must be brought to their lives of to-day—and that not obviously. Results of broken promises given from teacher's own experience will lead boys and girls to give spontaneously the results of their own thinking. Results of unfailing courage—giving one's own experience here—will result in same thing. Need of this spirit to-day. What do we need to meet it?

Watch for times when you see somebody courageous this week.

Remember times you ask for and receive help from Jehovah.

Assignment: Make list of times you ask and receive help from God. Learn verses 4 and 5 of Psalm 27 and first seven verses of Psalm 95.

CHAPTER IV

THE TENT OF MEETING

Theme: To help child form right ideas about God, the Father.

Using these ideas to create right attitudes toward God.

Aim: To give children the idea of God as a God of worship.

To teach that we may worship him anywhere.
To impress truth of but one true God.

Preparation: Read carefully the biblical accounts of the story as found in Exodus 19. 1-25; 20. 1-18; 32. 1-25; 33. 7-10.

Study the story in the pupil's textbook.

Be able to supply missing links between last story and this one.

Assign certain additional stories to children to tell.

1. Story of crossing Red Sea—Exodus 14. 10-31.
2. Story of water made sweet—Exodus 15. 23-27.
3. Story of quails and manna—Exodus 16. 2-17.

Teaching Points: God's promise to the people of Israel is his promise to us to-day. We are his people if we obey and worship him.

What it means to worship God.

The gods we sometimes put before our Jehovah:

1. Play and forgetting God.
2. Work and forgetting God.
3. Happy good times and forgetting God.

These above are as wrong for us as the golden calf was for the people of Israel.

Setting aside certain places of worship: our churches.

They are not the only places in which to worship.

Where we can worship him emphasized. What we do when we worship Jehovah.

Method: Point of contact can be made by retelling the story of the God of *help*, and having recitations on assignment given in last lesson: times when children have known it was God helping them.

The three above assigned stories told by children emphasizing the God of help. In these stories, how did he come to help? People called upon him in every case. How? Through prayer. Prayer, then, is a part of worship.

Lesson story now told by teacher. From it the ways of worship shall be emphasized: prayer, song, offering for temple, Bible (tables of stone).

Informal conversation and questions calling from class services of worship where they may have been.

Learn hymn, "O Worship the King, All Glorious Above."

Expressional Activity: In their notebooks have children write from memory a song of worship.

Form a prayer of worship to be used every day of the week.

Write from memory first seven verses of Psalm 95.

Make a list of gifts to different institutions which might be an offering in worship.

Application: On next Sunday attend a church worship service; when at home write out as many different parts of the worship service as can be remembered.

If possible have a short worship service right there in class as closing:

Quiet music.

Hymn—"Holy, Holy, Holy."

Scripture—Psalm 95. 1-7.

Prayer—Use one made in class.

Hymn—"O Worship the King."

Assignment: Finish learning "O Worship the King."

Bring in outline of church worship service attended.

CHAPTER V

A CRY OF WARNING

Theme: Forming right ideas about God the Father.

Using these ideas to create right attitudes toward God.

Aim: To give children idea of God as God of justice.

To show how people bring unhappiness upon themselves by wrong deeds.

To discover that punishment follows disobedience.

Preparation: Read the book of Amos in the Bible. Study carefully the story as told in the text. Be able to *tell* it. Find pictures of caravans and shepherd life among the hills. In any good Bible Commentary (Dummelow's for example) read the discussion on Amos. Study the map of Palestine found in back of Bible. Read "Amos, the Prophet of God's Righteousness," Chapter XXXI, in *Student's History of the Hebrews*—Laura A. Knott.

Teaching Points: The reason God was not with these people. Connect this thought with thought of last lesson. Wherever there is beauty, sorrow for wrong deeds, hope, happiness, there is God.

The people of to-day whom God may punish. If they are sorry, will Jehovah forgive them? People of to-day whom God is protecting, and why?

Amos carries a warning. Do we have any warning to-day?

What is necessary besides going to church and Sunday school and giving our money? If we do that and are disobedient all week, does God accept our service?

Habits in boys and girls which must be punished. The habits Jehovah loves in his people. Habits boys and girls can please him with.

We bring punishment upon ourselves.

Method: Have last story retold by members of the class. Draw from children expressions of God's *power*, his *interest*, his *help*, his *worship*.

A response in reporting the number of people

they found in whose life they thought God lives and why.

Point out the knowledge Jehovah has of people. Show pictures of eastern city life; the caravan; the shepherd. God knew this city and the people in it.

Tell the story, emphasizing: (1) God's justice to the oppressed; (2) The fact that people were bringing punishment upon themselves; (3) People refuse to take warning.

After telling the story, ask pupils to write out the three most important parts of the story. Have these read—discuss them.

Repeat memory work of last lesson: first seven verses of Psalm 95.

Expressional Activity: From lists of three points written above, let class choose three for permanent record. Insert in notebook.

Locate the country and city of Tekoa where Amos lived. Locate their neighbors to the north (Syrians); their neighbors to the south (Moabites).

Make the Moabite Stone out of plasticine, and on it with a fine needle or sharp pencil point print the words of justice text: Isaiah 1. 16, 17: "Cease to do evil; learn to do well; seek justice." Learn the text: Isaiah 1. 16, 17.

Application: Watch for places in which you think people have been just. Watch for times on play ground when you can be just.

Discuss what injustice there may be in your community. Make plans to help change it.

Assignment: Bring in list of times you could play fair.

Memorize Psalm 34. 14, 15, 16.

CHAPTER VI

PLANNING A JOURNEY BACK HOME

Theme: To help child form right ideas about God, the Father.

Using these ideas to create right attitudes toward God.

Aim: To give the idea of God, as God of *forgiveness*.

To help child understand that if he is truly sorry, God forgives.

To convince children that happiness is result of forgiveness.

Preparation: Read carefully Isaiah's account of the journeyings of the Israelites. Study especially Isaiah 45; 48. 20, 21, 22; 49. 10, 11; 55. 12-13; 57. 21; 2 Chronicles 36. 22, 23; Ezra 1. Read Chapter XLV in *Student's History of the Hebrews* (Laura A. Knott). Study the story as it is in the text. Pick out the parts you want to emphasize before your class.

Study the map and trace the journeying back from Babylon to Jerusalem.

Teaching Points: The warnings which Jehovah gave Israel. Their application to our own life. Warnings God gives us interpreted. The many, many times the people did wrong and yet Jehovah did not punish. The same thing is true with us. Be sure you link the fundamental principles of each teaching point with life of child.

God forgave them just as soon as they were sorry and showed they were sorry by obeying him. Times

when God forgives us. How we are sure that he does. (Happy feeling that all is right.)

The result of God's forgiveness to Israelites. The result of this forgiveness to us emphasized.

Method: Assign the retelling of last lesson story to one child. On this basis and through informal conversation get children to give you the lists of times when they were able to play fair on the playground. With this ground get children's ideas of the fairness of Israelites.

Tell Story VI in the pupil's text book.

On map show where Israelites lived in captivity and how far they had to journey back home to Jerusalem.

Compare the way they left Egypt at night—frightened, hurrying—with the way they left Babylon.

With questions, procure responses from children on questions at close of lesson in pupil's text.

Expressional Activity: In notebook list three emphatic points of the story to be remembered.

Draw map of Palestine. On it locate—

1. Place where Moses was.
2. Egypt where they were slaves.
3. Canaan land.
4. Amos' city.
5. Jerusalem.
6. Babylon.

Write prayer of forgiveness to be used.

Application: Watch our own lives to discover times when we need to ask God's forgiveness.

Through week—read newspapers and question parents to discover what our people are doing that

is wrong. Find out if our country ever forgets Jehovah.

Assignment: Bring in list of times we see that forgiveness is needed.

To certain members of class assign the stories of past six lessons to be retold. (Preparing for review.)

Review memory work of the last six lessons.

OUTLINE FOR DIVISION II

JESUS AND HIS FOLLOWERS SHOW HOW THE FATHER PROTECTS

<i>Name of Division and Theme</i>	<i>Name of Story.</i>	<i>Aim of Story</i>	<i>Story Content</i>	<i>Biblical Reference</i>
GOLDEN DEEDS OF ADVENTURE	7. A Search for Happiness.	Happiness.	Zacchæus.	Luke 19. 1-28.
1. To help the child form habit of daily recognition of the Heavenly Father.	8. A Runaway Boy Comes Home. 9. Escaped from Prison.	Forgiveness. Prayer.	Prodigal Son. Peter.	Luke 15. 11-32. Acts 12. 1-20.
2. To stimulate desire to learn of and follow the Heavenly Father.	10. Paul and the Jailor. 11. Shipwrecked. 12. How the Lily Dresses. (Review.)	Deeds Show our Christianity. Trusting.	Paul. Paul.	Acts 16. 9-40. Acts 27. 1-44. Matt. 6. 25-34.

DIVISION II

CHAPTER VII

A SEARCH FOR HAPPINESS

Theme: To help children form habit of daily recognition of the heavenly Father. To stimulate the desire to learn of and follow God.

Aim: To teach children that they are followers of God when they help each other. To prove that true happiness comes not from what they have, but from what they do.

To instill desire to help each other.

Preparation: Read carefully the biblical account as found in Luke 19. 1-28. Read the story in the text and make comparisons. Look up other times when Jesus went to dinner in homes of folk who had done wrong. Collect illustrative material illustrating the truth of the story—happiness through helping. Watch the children during the week to find concrete stories that will illustrate the thought. Take materials to class from which children may make their books for this division's lessons. Design cover. Name suggested by children, or "Picture Book of Adventure."

Teaching Points: Jesus noticed Zacchæus. He might have passed him by, but he was looking for opportunities to help. He gave up the invitation to have a lovely dinner with his friends in order that he might go home with Zacchæus and help him.

The way in which to make friends. Zacchæus had no friends because he harmed instead of helping folk. Possessions alone do not make real friends, nor do they, alone, bring real happiness.

Why Zacchæus was unhappy. Jesus tells him how to be happy. The same way is true for us. Do as the heavenly Father wants us to do. Jesus shows us what that is: help each other.

Method: Start the class period getting back from children what they already know about the life of Jesus. List replies on blackboard. Rearrange them in logical order. Point out in the list of replies the number of times they remember where Jesus was helping. In the list thus made place the story of to-day's lesson where it belongs in order of event. Let several of the children tell part of the story. By questions receive responses from children as to why Jesus went with Zacchæus. The change in the attitude of the man from the proud spirit to the humble; from cheating people to wishing to help them; from being sad to being happy. The reason for the change.

Follow by giving (in story form) an experience you have observed during the week where children were showing that they knew the heavenly Father and were following him. Undoubtedly, this will serve to recall like incidents in minds of children. Let them tell their individual stories. Link each story through informal conversation to truth of lesson: children are happy when helping.

Expressional Activity: Make the books which will be used for this division of lessons. Design cover as attractively as possible. "Adventure in

Picture." Let each child explain his picture he has found to illustrate story. If all of them have failed to find illustrative pictures, supply them from the ones you brought. Paste them in book. Let each child write the story he sees in his own picture. Link the story to lesson during oral explanation. Write memory verses from memory, with book, chapter and verse.

Application: See how many times we can help people this week and make them happy. Especially select the school teacher. Getting lesson every day and obeying in school. Report next lesson on how many of us did.

Watch for times when you see other folk doing helpful deeds and making folks glad. Tell us about it next class period. One dear old lady needs to be made happy. Different tasks for that purpose assigned to different members of class for every day of the week. If you have a class of boys, select a man or another boy to help.

Assignment: Find a picture showing a boy with his father.

Learn the names of first five books of the New Testament.

To one assign story in Luke 15. 1-8, to another assign story in Luke 14. 16-25 to tell the class next time.

CHAPTER VIII

A RUNAWAY BOY COMES HOME

Theme: To help child form the habit of daily recognition of the heavenly Father. To stimulate desire to learn of and follow heavenly Father.

Aim: To show child that God forgives us when we are sorry.

To make clear that forgiveness brings happiness.

To help him discover that we should forgive others if they do wrong.

Preparation: Read the text as found in Luke 15. 11-32. Then read the story found in the pupil's book. Study the two assignments of stories Jesus told previously—found in Luke 14. 16-25 and Luke 15. 1-8. Memorize the Lord's Prayer. Select illustrative material with boys and father in the picture. Review the lesson on *forgiveness* and *justice* in the first division. Link those with this. Watch children during the week. Seek instances of their being sorry for wrong conduct and the following sense of forgiveness.

Teaching Points: Jesus was always showing folks that the heavenly Father cared for them. How we can show people that God cares for them. The older son did right, so he was happy with his father. The younger son did wrong, and he suffered. How we can be happy doing right deeds. How we have to suffer from doing wrong deeds. The father forgave the younger son and they were both glad. The older brother would not forgive his brother and he was unhappy until he did. We are made happy in forgiving others. We forgive others as God forgives us.

Method: Review of last lesson story. Call for two story assignments—the stories Jesus told previously to this one. Interpretation of dinner story and the story of the little lost lamb. Direct thought back to stories of Israelites, Chapters V and VI in the

pupil's text book. Why did Jehovah forgive them at first? Tell the story as found in pupil's text.

Through questions receive pupil's response as to when God forgives; the results of his forgiveness; why we should forgive. Leading out by telling one of the incidents (showing a child sorry and forgiven) which you have discovered during the week, ask pupils to give back to you situations they found during the week—either of themselves or others; either positive or negative.

Repeat together the Lord's Prayer. Interpret the part which refers to this lesson.

Let a number of the children display the pictures they have brought and each tell the story of his illustration.

Expressional Activity: In "Adventure in Picture," paste picture selected. Let each write his own story underneath.

Write from memory the Lord's Prayer—references.

Write a prayer of forgiveness.

Bible drill in first four books of the New Testament.

Application: Try to have each child think of some one who has not been particularly good to him. Plan to show his forgiveness by doing something lovely this week for that one. Do not ask them to give back these instances orally. Let them write it during the week and hand it to you. Keep their confidences. Help them each one to do the task each would enjoy doing during the week.

Plan to pray a prayer for forgiveness at eventide.

Assignment: Find a picture of some one praying. Learn Matthew 28. 19, 20.

CHAPTER IX

ESCAPED FROM PRISON

Theme: To help child form the habit of daily recognition of the heavenly Father. To stimulate the desire to learn of and follow the *protecting* Father.

Aim: To help prove to the child the truth of last memory text.

To give him a right conception of prayer.

To form a basis on which to teach children how to pray.

Preparation: Read the biblical story as found in Acts 12. 1-20. Read the story in the text. Read the accounts of Peter's wrong deeds for which he was sorry. The denial, Matthew 26. 69-75. Goes to sleep in Gethsemane, Matthew 26. 36-47. Strikes off the ear of the servant of the high priest, Matthew 26. 49-54. Select other biblical instances of prayers answered. Gather illustrative material of folk at prayer to take to class. Find other instances where the angel speaks God's message, Matthew 1. 20, 21; 2. 19. Study the feast of Passover. Be able to tell why Peter was not destroyed at once.

Teaching Points: God's forgiveness of Peter's wrong deeds because Peter was sorry (connecting link with last lesson). The king was willing to do anything, even wrong deeds, just to have folks like him. The temptation to do smart things to gain admiration of schoolmates. Result is punishment for us.

The friends of Peter helped. Just one thing they could do, but that the biggest thing—they prayed.

They prayed often for Peter's release. There are times when we cannot help our friends except by praying for them. Peter helped himself by praying and then doing just what the voice said. That is one reason his friends could help him through prayer.

The kind of prayer they were voicing. It was a prayer for somebody else. They did not forget to thank God after he answered their prayer. What we should pray for. How we should pray.

Peter goes right on preaching.

Method: Get review of last lesson through study of the pictures of father and son together. The prayer they think the father may have uttered when his son came back. Study now the pictures of people praying, touching on: (1) The subject of the prayer; (2) What they may have been praying about; (3) How they may have prayed; (4) What answer came.

References to what Peter did for which he was sorry looked up and told by children. (Personal assignment previous to lesson is best.)

Have one child tell the new story. Ask question at end of lesson story.

Together with class compose the prayer which Peter's friends may have offered for him. Follow it with a discussion of some prayers of the Bible. Let each child build a prayer asking God's help for somebody else.

Peter helped answer his own prayer. Discussion as to how they can help answer the prayers which they have just made.

Expressional Activity: In the "Adventure in Picture" book paste their pictures of people praying.

Let each child write the story of his own picture underneath. Write from memory Matthew 21. 22. Write a class prayer of help for some one.

Application: Laying plans to help God answer the prayer the class has made by planning to *do* for some one, as a class, during the week that which will meet the situation the prayer indicates.

Assignment: Bring to class a picture of some one who is safe.

Learn Psalm 91. 1-6.

CHAPTER X

PAUL AND THE JAILER

Theme: To help child form the habit of daily recognition of the heavenly Father. To stimulate a desire to learn of and follow the Father.

Aim: To teach child that what we do shows whether we follow God.

To show that God cares for those who love him.

To inspire pupil to want to show his love in deeds.

Preparation: Read the biblical account as found in Acts 16. 9-40. Read the story in the text. Be prepared to locate places of this lesson on map. Show the distance Paul had to go. Procure a picture of the kinds of boats they had in those days. Have a picture of one of ours of to-day. Study the story of how Paul became a follower of Jesus as related in Acts 9. 1-20. Be able to tell the story. Prepare country in sand table if possible.

Teaching Points: God told Paul to go preach.

Paul was prompt in obeying. How God lets us know when he wants us to do things. Are we prompt in obeying? Necessary to do something besides tell folks we love Jehovah. Must show them by doing. Definite doings which show we love the heavenly Father. Each one of the chief characters of the story shows he loves God.

We do not need to be afraid if we are following Jehovah. Paul was not fearful. He believed God would take care of him. God's care of us.

An earthquake was used to care for Paul. What is used to care for us? Place of prayer in Paul's deliverance.

Method: Review last lesson story with the pictures. Tell the story yourself of how Paul came to be converted and a follower of God. Show the pictures of the boats and let the children make comparisons. Trace on the map the distance Paul had to go. Build country in sand table if possible. Let children understand how far and how many days it took for the journey. Compare with speed made to-day.

Tell the lesson story.

Ask the story questions following. Make a black-board list of their responses to question 3. How may we show our love for God? Star the number the class select as possible for them to do. Ask several pupils to show the pictures they have brought and explain how each reveals the thought of safety. Whom did God use to help keep the subject of the picture safe?

Expressional Activity: Paste the pictures in book and write the story of the picture underneath.

Write a prayer for protection either for self or some one else. Make the list from blackboard a part of your book.

Copy from memory Psalm 91. 1-6.

Complete making country in sand table.

Application: From the list of ways the class made on how to show our love for God, have the pupils select two which they will follow during the week, one an individual task showing we follow God; one a class project in which all of them take part together.

Assignment: Bring to class a picture of some one showing by what they do their love for God. Learn Psalm 91. 6-12.

CHAPTER XI

SHIPWRECKED

Theme: To help child form habit of daily recognition of the heavenly Father.

To stimulate desire to learn of and follow God.

Aim: To show child that God uses folks to help protect those who love him.

To stimulate their desire to be used that way.

To help them understand they are protected to do God's work.

Preparation: Read the biblical account found in Acts 27. 1-24. Read the story in the text. Find out where Paul went from last lesson and trace on the map. Have the sand-table map. Collect illustrative materials to show how God uses folks to

help him protect. Prepare one or two incidents where Jesus was used to protect folk. (1) The woman they would stone, John 8. 1-12; (2) When little children were brought to Jesus, Matthew 19. 13-16. Read the different visions which Paul had. Be sure you have definite ways all planned through which the children of your class can help do God's work in the community.

Teaching Points: We read that Paul preached to the people about worshiping God. A review of what it means to worship Jehovah. (Look over Chapter IV in pupil's text book.)

In great danger Paul was not afraid, because he knew God would take care of him. That did not mean that nothing hard nor painful would happen to Paul, but God was near to help no matter what came.

The many, many times God uses folks to help him. The reason he sent Jesus to show his followers how to help others.

The happiness that comes to us when we do allow ourselves to be used of God. The different ways in which nine-year-olds can be coworkers with God for protection to animals, vegetation, people.

Method: Review last Sunday's lesson through pictures, emphasizing the truth of the story rather than itemized events in the story. Show on the map where Paul had gone on his journey between last lesson and this.

Let children give back to you description of boat Paul probably took. They have it from last lesson. Let them make comparison with to-day's vessels—both in looks and speed. Study the pictures of last lesson.

Give accounts of the stories of different times when God spoke to Paul through vision, or from previous assignment have children tell these stories.

Follow with account of visions occurring in this story.

Ask the story questions, dwelling on number of people God used to help him. Follow with the two stories of how God used Jesus to protect folks and why. He wanted him to show us what to do.

Discussion as to how we can be used in our town to help God.

Study pictures brought to class. Let one of the children tell the story of theirs.

Expressional Activity: In their book have each pupil paste his picture, and write picture story underneath. Write Psalm 91. 6-12 from memory.

Let each child compile a list of the ways in which he thinks he can help God in his work that week.

Application: From discussion select one way in which the whole class may be used to help the heavenly Father.

From lists each child made, have him select one way in which he can help God alone. Have him hand you the slip on which he has recorded the way. Check up on it.

Assignment: Read over last five lesson stories. Review memory work.

Draw outline map of scene of Paul's journeys.

CHAPTER XII

HOW THE LILY DRESSES (REVIEW)

Theme: To help child to daily think of the heavenly Father.

To give him right ideas about God.

To create desire to know more.

Aim: To carry over into child's life thought of God's care.

To carry over desire to do *golden deeds*.

To help children know that by *golden deeds* they show that they are followers.

Preparation: Read the passage in Matthew. Read over the stories; line up the memory work for the last twelve stories, and form questions which will bring back in response the memory passages.

Teaching Points: These will be the emphasized and reviewed themes of the two divisions.

Right attitudes toward God and our fellows.

Directing conduct in Christian channels following God's desire.

Method—Expressional Activity: Retelling of several of the division's stories. Reports by the children on the activities which the class have been doing to live out the lessons the stories teach.

With paper and pencil ask each child to make a list of what he thinks he is better able to do now than when he first came to the class.

Make a list of new things which each has learned, including:

1. Memory work. 3. Stories.

2. Songs.

4. Historical information (little).

Assignment: Bring in answers to story questions.

OUTLINE FOR DIVISION III

GOD THE FATHER GIVES COURAGE FOR GOLDEN DEEDS

<i>Division and Theme</i>	<i>Name of Story</i>	<i>Aim of Story</i>	<i>Story Content</i>	<i>Biblical Reference</i>
GOLDEN DEEDS OF COURAGE.	13. Caught in a Cave.	Self Control.	David.	1 Samuel 24. 1-22.
	14. Kindness Conquers an Army.	Kindness.	Elisha and Jo- ram.	2 Kings 6. 8-24.
	15. An Eight Year Old King.	Obedience.	Josiah.	2 Kings 22-23.
1. To stimulate ef- forts to self-control.	16. Building a Wall.	Unselfish Giving.	Nehemiah.	Nehemiah 4. 1-23.
2. To create motives which will direct Christian conduct.	17. The Pleading of a Queen.	Persistence.	Esther.	Esther.
	18. In a Fiery Furnace.	Loyalty.	Daniel and Kins- men.	Daniel.
	19. Hans, the Hero of Holland.	Bravery.	Secular.	

DIVISION III

CHAPTER XIII

CAUGHT IN A CAVE

Theme: To stimulate efforts toward self-control. To create motives which will direct in Christian conduct.

Aim: To show children a definite act of self-control—choice.

To make evident the evil results of false stories about others.

To show wisdom of thinking twice—not to act quickly and wrongly against those who have injured us.

Preparation: Read the biblical account as found in 1 Samuel, chapters 23 and 24. In *Student's History of the Hebrews*, by Laura A. Knott, read the chapter on David. Make yourself acquainted with the main events in David's life. Acquaint yourself with a secular story which shows the unhappiness resulting from a false story. Learn the names of the books of history. Know the story content of 1 Samuel. Learn the first verse of "I Would Be True."

Teaching Points: David was trying to do *golden deeds*. Help of God for those who are trying to do right.

Defeat at last of the plans of those who plot evil deeds. Saul was doing that.

The self-control of David. The decision or choice he had to make. The decisions and choices we have to make at home, at school, on the playground. Times for decisions. Takes control and courage. Some boys will laugh at us. Some girls will not play with us.

The great wrongs and unhappiness coming from false stories. The stories told Saul about David were untrue.

Saul's promise to David coming from the fact that he was sorry. Not enough merely to *be* sorry. He promises not to harm him, or try to harm him again.

Method: The pupils have probably read the story in the text and it is the first in the new division. Begin by telling the local story you have selected about the unhappiness of a false story. Have children make comparisons with the stories of the text. Get responses from children of stories they have had of David's life which showed his self-control and right choosing:

1. Choosing to save the little lamb, 1 Sam. 17. 31-37.
2. Choosing to help his brothers, 1 Sam. 17. 37.
3. Choosing Jonathan as his friend, 1 Sam. 18. 1-6.
4. Choosing to spare Saul (our lesson), 1 Sam. 24. 1-8.
5. Choosing to worship Jehovah, 2 Sam. 7-8.

List on blackboard as given. They have been in Sunday-school lessons, so they probably know them.

Tell the new story.

Ask the story question.

Through informal conversation get responses from children of times when boys and girls they know have made right decisions.

Study "I Would Be True," first verse, in the light of the story. Sing it.

Repeat the names of books of history.

Expressional Activity: Start making the books of the Bible—books of history. Make out of beaver board, or blocks, or from penny match boxes (covered) of various sizes; boxes representing books. Place name on back, with several sheets containing story contents on front. In connection with this section make books of history. To-day make book of 1 Samuel. On sheet of paper pasted on front of book let children write main points of this story. This helps in classifying story content of each Bible book studied. Discussion of our stories of choice and decision. Make list. If there is time, make book of 1 Kings and 2 Samuel. If not, assign as task during week.

Application: Watch for times when boys and girls control themselves. When they decide aright. When they have to have courage to do so. Have each one bring in account of what they see.

Assignment: Learn second verse of "I Would Be True."

Assign to certain children other stories in 1 Kings.

1. Building of Temple, 1 Kings 6. 2-15.
2. Queen of Sheba's visit, 1 Kings 10. 1-11.
3. Elisha and the widow, 1 Kings 17. 8-24.

CHAPTER XIV

KINDNESS CONQUERS AN ARMY

Theme: To stimulate efforts to self-control.

To create motives which will direct in Christian conduct.

Aim: To teach children that the heavenly Father gives courage.

To show them that kindness always brings the best results.

To help them to desire to be kind to those in their power.

Preparation: Read the biblical story as found in 2 Kings 6. 21. Then read the story in the text. Look up the stories in the book of 1 Kings assigned in last lesson. Study the map and show the children where Jordan, Dothan, and Samaria are. Trace the story for them on the map. Pick out the story assignments for the book of 2 Kings which you want them to put into their set of Bible books. Collect illustrative material showing folk being kind. Prepare a definite project through which class may live a deed of kindness.

Teaching Points: Elisha showed that the heavenly Father gave him courage by the way he acted. We are to show that our courage comes from God by the deeds we do.

The number of times Elisha showed his kindness equaled the number of times he had opportunities to show it. He did not let one pass by. Our opportunities to show kindness. We should not let one chance slip by.

He showed kindness to two kinds of people—his friends and his enemies. It is easy to be kind to those who are kind to us. It takes courage to be kind to those who are mean to us. The results of Elisha's kindness to Joram, his people, and the Syrian army—all were saved. The wonderful results of being kind.

Method: Ask children first to report on what they have observed during the week about the right choices of others or some experience of their own. Be ready with one of your own observations to guard against any embarrassing pauses. Have children pick out from these observations number of times when the right choosing was *to be kind*. Let them decide whether any instances required courage.

Follow with telling the lesson story, Chapter XIV in the pupil's text book.

Ask the story questions.

Follow the story on the map so they may sense the location of countries.

From illustrative material let several children choose pictures which show some one being kind. Let them decide whether it took courage and what the probable results would be.

Make three lists on blackboard—lists gotten from pupils—times for being kind that offer themselves at home, at school, at play. Memorize by singing second verse of "I Would Be True."

Repeat books of history. Locate this story.

From assignments have pupils give additional stories found in 1 Kings.

Expressional Activity: Put the names of these additional stories in the book of 1 Kings. Make

the book of 2 Kings and in it have each child write the parts of the lesson story he remembers.

Application: From list made on the blackboard let each child choose one way in home, one way in school, one way at play in which he will try this week to be kind. Bring back to next class period written reports of times.

Provide one way in which the whole class may act together in being kind.

Assignment: During the week make the book of 1 Chronicles.

Assign stories in this book.

CHAPTER XV

AN EIGHT-YEAR-OLD KING

Theme: To stimulate efforts to self-control.

To create motives which will direct in Christian conduct.

Aim: To help children form the habit of obedience.

To show them that God gives the courage to obey.

To make clear that happiness comes to those who obey.

Preparation: Study the biblical story as found in 2 Kings 22-23. It would be well to learn something of the reign of the kings just preceding to understand how thoroughly these people had disobeyed Jehovah. Now study the story in the text. Be prepared with lists of times when these boys and girls need to obey. Times when it calls for courage.

Be ready with one other story found in 2 Kings—the little maid helping her master. Read Chapter XXXVIII in *Student's History of the Hebrews*—Laura A. Knott.

Teaching Points: Josiah was a small boy with a big task. Jehovah helped him just the same as if he had been a man. He gives courage to boys and girls in little as well as big deeds. Josiah watched other people and copied all the good things which he saw them do. People around him did wrong deeds. Josiah copied only the golden ones. Josiah knew what God wanted him to do. But the people had been doing differently so long. It took courage to tell the people he was going to build the temple and start the worship of Jehovah. It takes courage for us to do right—obey when those around urge us not to.

The results of Josiah's obedience. Before the people were unhappy. Punishment would surely come. Now they were glad and rejoicing. They were obeying. Unhappiness, punishment comes from disobedience. Happiness, good times from obeying.

Method: Review the last lesson story on kindness. Place it in the book of the Bible. Tell some other stories found in this same book. Tell briefly, "The Little Maid Helping Her Master," found in 2 Kings 5. 1-15. Courage of little maid commented upon. Obedience of Naaman. Ask for reports on opportunities offered at home, at school, at play for being kind. List them on blackboard. From the list let children decide which one of the three places offers most opportunities of being kind.

Tell the new story.

Ask the story questions. From these have the class outline most important phases of the story.

Expressional Activity: Write the outline and insert in the book of 2 Kings made last class session. Three stories now in this book. Have each take the book of 1 Chronicles which they made at home. Find it in their Bibles. Let them read silently 1 Chronicles 16. 1-4. Ark brought to Jerusalem by David. Story told by one. Read 1 Chronicles 22. 6-11. Solomon is told to build the Temple. Story told by one. Put the two stories in made book. Obedience in both pointed out.

Application: Plan some task in which children will be obeying in doing a *golden deed* for some one in community. Direct each to count number of times he sees others obey. Keep count of those at school, at home, at play. Compare number at next class period..

Assignment: Make book 2 Chronicles.

Special story assignments:

(a) Building temple: 2 Chronicles 2. 1-11.

(b) Keeping the feast: 2 Chronicles 30. 18b-27.

CHAPTER XVI

BUILDING A WALL

Theme: To stimulate efforts to self-control.

To create motives which will direct in Christian conduct.

Aim: To help child desire to be unselfish.

To show that the heavenly Father gives courage to be unselfish.

To explain that happiness comes from unselfish giving.

Preparation: Read the biblical account as found in Nehemiah 4. 1-23. Read the text of the story. It will be well for you to have in mind the events in Hebrew history between last story and this, though no attempt will be made to give them to children. Be perfectly familiar with the three stories in 2 Chronicles which were assigned to the children. Bring some illustrative material showing children sharing. Compare difference in ways in which news came to people in those days and in these days. Read Chapter XLVI in *Student's History of the Hebrews*—Laura A. Knott.

Teaching Points: How the stories the men told Nehemiah affected him. He loved his people. He would help them. If he did, it meant giving up his lovely home in the palace. We are asked to give up some things to help.

Nehemiah was afraid to ask the king. Are we ever afraid to ask for that which will help some one else? Where courage came from.

The people had to give in order to be helped. They gave time, strength, money, goods, happy spirit. Which ones of these can we give?

The outside army tried to stop the good work even though they knew it was right. Some people try to stop us from giving even though they know it is right that we should.

Number of times Jehovah gave courage.

The result of their unselfish giving was a great

many years of happiness and safety. The results of our sharing.

Method: Have special story assignments told and put in their books of 2 Chronicles. The last will be the story of Josiah. This brings the class naturally to the review of last lesson. Have responses reported on times they found obedience necessary in school, in home, at play. Put list on board as pupils give them. Let them compare and discover which place is requiring most obedience.

Name books of history. Put the books made on a shelf, each child arranging his own. A vacant place for Ezra. Now the book of to-day's lesson, Nehemiah.

Tell the lesson story.

Ask the questions at the close of the story in text.

Write out the chief points of the story which are to be put in the made book.

Expressional Activity: Divide class into two sections and play game of old-fashioned spell-down, using times when we can be unselfishly sharing—instead of words.

“Name one way in which you can share in playground.” Go from pupil to pupil down the line.

Make book of Nehemiah. Put story outline in the book.

Application: Decide on three ways in which we can be unselfish this week: one way for home, one way for school, one way in play. Definite plans made. Report next week.

Assignment: Make the book of Ezra.

Find one story in the book.

Learn Psalm 27. 6-10.

CHAPTER XVII

THE PLEADING OF A QUEEN

Theme: To stimulate effort toward self-control.

To create motives which will guide in Christian conduct.

Aim: To teach children to be brave in defending playmates.

To instill desire to stand by them when they know they are right.

To show that the results of courage are happiness and joy.

Preparation: The teacher will need to read carefully the book of Esther. Familiarity with the biblical material will show at a glance just which parts have been left out in this story as told. Read the story in the text. Prepare the book of Esther, always doing yourself what you expect the children to do. Prepare sheets for impromptu quiz.

Teaching Points: Consideration for Jews to-day. Interesting facts about the great race of which they are a part. Beloved of God. Some of the wonderful things the Jews have accomplished.

Haman's jealousy came near destroying a queen and her people. It did destroy himself. Prayer saved the people who were trying to do right. The prayer was answered through the courage of Esther. The wicked plans were defeated through bravery of the queen.

Old-time custom of entering king's presence only when called.

Custom of to-day. Announcement.

Defense of those who cannot help themselves.
Takes courage.

Method: Review last lesson story, Chapter XV. Have children give their reports of observations on obedience. Make comparisons. After having the lesson story told this time, conduct a little impromptu quiz on the story. Prepare a set of simple questions and have them write the answers. Use simple questions like:

1. To what country did Esther belong?
2. What did Haman try to do to the Jews?
3. Who told Esther about Haman's plot?
4. What did Esther ask the Jews to do?
5. How did she save her people? Who helped her?
6. How did they send the king's message through the country?

Correct papers with markings, following the system of your public-school grading, so children will understand.

Discuss the king's seal. Our country's official seal. Where and how it is used.

Discuss the way messages were sent in those days. Now.

Ask to have read several of the prayers which the children have written in preparation for this lesson.

Expressional Activity: Make the book of Esther. In this book write out the principal parts of the story you want them to remember. If time, make the book of Psalms and put the memory psalm of last three lessons in it. Write from memory.

Application: Plan to watch other folk to see when

they help other folk. When they show courage doing it.

Do not fail to emphasize the need of our prayer if we are to do *golden deeds of courage*.

Assignment: Finish the book of Psalms.

Write a prayer of courage.

CHAPTER XVIII

IN A FIERY FURNACE

Theme: To stimulate efforts toward self-control.

To create motives which will direct in Christian conduct.

Aim: To help children realize who gives courage.

To show them that God wants us to show folks we love him by being loyal to right.

To explain that we are loyal to God when we do *golden deeds*.

Preparation: Read the book of Daniel. Read the story in the pupil's textbook. It would be well to have in mind the events in Hebrew history between the stories so you may clear up anything that the child may question. Learn all the 27th Psalm yourself. Study the distance from Jerusalem to Babylon where the kinsmen now are. Look up other stories in Daniel. Read page 348 in *Student's History of the Hebrews*—Laura A. Knott.

Teaching Points: Jerusalem has been taken as punishment for the people's wicked deeds. They could have been happy had they obeyed Jehovah.

Daniel wanted to save his people. He prayed. Jehovah answered his prayer by revealing the dream. Then Daniel did a golden deed.

The king knew that Daniel's God had helped him with the dream. But in a little while he forgot Jehovah and built a stone image. We sometimes forget God and do wrong deeds. Daniel and his kinsmen were loyal. Ways in which we can be loyal.

The men of our story had to be brave to be loyal. When we have to have courage to be loyal in doing *golden deeds*. Where courage comes from.

The help for the men of the story came from Jehovah. What is our source of help?

The results were wonderful for the whole country. Results of our loyalty.

Method: Retelling Esther story by the children. Recounting the number of times she showed courage. Tell this story straight through to the children. Let them count number of times the kinsmen showed courage and were loyal. Have the pupils give back to you parts of the story to be remembered. Ask the story questions.

Turn to Daniel in the Bible. Find some other stories which the children have heard at other times. Ask children to give personal experiences of times when they were loyal and it took courage to be. Start by giving one of your own observations or experiences.

Discussion as to how we can be loyal by doing. Repeat first ten verses of Psalm 27 from memory.

Expressional Activity: Make the book of Daniel. In it put the parts of this lesson story which they

are to remember. Add other stories children may know like "Daniel in Lions' Den" and put in book made.

Application: From discussion let each child select one golden deed of loyalty to do all this coming week. Plan one for the class as a whole. Send home a prayer of loyalty.

Assignment: Study memory work of section.

Review books of the Bible learned and stories in each.

CHAPTER XIX

HANS, THE HERO OF HOLLAND

Theme: To stimulate efforts toward self-control.

To create motives which will direct in Christian conduct.

Aim: To help children realize who gives courage for brave deeds.

To show that we are brave when we forget ourselves and help others.

To emphasize the thought that when we do brave deeds for others, we are doing them for God.

Preparation: Read something of the history of Holland—a bit of the construction of the dikes of that country. Make perfectly clear what it means to have ground below the level of the sea. Find illustrative material to show Holland and the operation of the dikes. Prepare yourself on the kinds of tulips grown in Holland; how we get them; what kinds they have. Bring to class illustrative mate-

rial to show kinds. If possible, have flowering tulips in the classroom.

Teaching Points: The peculiar kind of a country Holland was. The work Hans did for his father. What do we do for our fathers? Do we do it willingly as Hans did? Hans' love for his country; his love for flowers; his love for his neighbors. This is what helped him to be brave. How would love for our parents help us to be brave? The ways in which love for flowers would help us be brave. How would love for our neighbors (schoolmates) help us to be brave? Hans did not think about himself. His probable action if he had. He thought about others. He acted for them. Our tendency to think about ourselves instead of others. Mother has a headache and we can't go to the movies as we had planned. Sorry for ourselves because we can't go instead of sorry for mother because she is in pain. Which does Hans show us is right? Hans bears pain for other folks. Are we that brave? The points of the story which we can take to ourselves:

1. Work for father.
2. Love of country, flowers, folks.
3. Forgot himself in danger.
4. Think of other people.
5. Bravely bears pain for others.

The result of Hans' *golden deed*. Usual results of bravely doing golden deed-happiness.

Method: Begin by having children tell the names of about as many Bible characters who are brave as they can—listing their brave deeds after each character. List also, getting responses from children, the result of that brave deed. For example:

Esther—Going to king—saved her people (happy).

Daniel—prayed to God—God honored in country (happy). Show illustrative material on kind of country Holland is. Tell the story of Hans, the hero of Holland. Put Hans in the list.

Hans—put finger in break—country saved (happy).

Ask the story questions.

Show illustrative material on tulips grown in Holland. If possible, give tulip bulbs to the children to plant and grow—a Holland variety. After the story ask the children to add to the list the names of great men and women whom they know who did a brave *golden deed* and results. Add to the list men and women of to-day; boys and girls they know. Ask children how we can be brave on playground. Discussion as to how in homes; at school. Where help comes from.

Repeat first ten verses of Psalm 27 from memory.

Expressional Activity: On slips of paper have pupils state what Hans did in his country which we can do here.

Write prayer asking for help to be brave in doing some *one* thing.

Application: From the above statements and with children's help select some one thing the whole class can do like Hans. Select some *one* thing each individual can do like Hans. Provide opportunities for it during the week.

Assignment: Review books of the Bible learned and stories in each.

Study memory work of section.

OUTLINE FOR DIVISION IV

JESUS AND HIS FOLLOWERS TEACH US TO SERVE

<i>Division and Theme</i>	<i>Name of Story</i>	<i>Aim of Story</i>	<i>Story Content</i>	<i>Biblical Reference</i>
GOLDEN DEEDS OF SERVICE. 1. <i>Help children to be forgetful of self in social relationships.</i>	20. Helping a Foreigner.	Helpfulness.	Samaritan Woman.	John 4. 6-39.
	21. A Sick Man Healed.	Sunday Service.	At Jerusalem.	John 5. 1-24.
	22. Here's My Lunch.	Sharing.	Five Thousand.	John 6. 1-15.
2. <i>To create a real desire to serve.</i>	23. Feed My Lambs.	Love and Work.	Peter and Jesus.	John 21. 1-18.
	24. The Woman All Children Loved.	Sympathy.	Dorcas.	Acts 9. 36-43.
	25. Nicholas Misses the Celebration.	Giving Up.		
	26. The Boy on London Bridge. (Review.)	Kindness.	I Wonder Why Stories.	

DIVISION IV

CHAPTER XX

HELPING A FOREIGNER

Theme: To help children be forgetful of themselves in social relationships.

To create a desire to serve others.

Aim: To help pupil desire to help all those with whom he comes in contact.

To create a desire to be kind to children of other nationalities.

To teach that Jesus expects this from his followers.

Preparation: The teacher should become familiar with these three incidents of the journey here related as told in the Scripture. Read carefully John 4. 6-39; Luke 17. 11-20; 7. 36-50. Study the differences between the Samaritan and the Jew. Read of the ancient custom of washing the feet as well as the modern custom of making known the presence of a leper. Numbers 5. 1-4; 12. 10-15. Picture of a Jew and a Samaritan will aid. Pictures of children of other countries necessary.

Teaching Points: Jesus treated people of both races just alike. Children's attitude toward foreign-born children in this country. Emphasizing the ways in which these children are the same as American boys and girls.

The appreciation of the one healed leper. Our

response to those who are helping us. Expressed thanks for all the ways in which father and mother are helping us. We can be happy by helping others.

The full meaning of the term "neighbor." Those whom we should help. Jesus shows us to whom we should be helpful and how. He served everyone who needed.

Method: This is the first lesson of the fourth division, so there is no retelling of preceding stories. Lead up to the lesson with the pictures of foreign children. The pupils of the class choosing the countries from which these children came. Class discussion as to how we know from what land they come. Ways in which they are like us. New story told straight through without interruptions of any kind. Ask the story questions and through informal conversation get back from the children the three things Jesus teaches his followers in this lesson story:

1. To help all kinds of people.
2. To be thankful for help.
3. Helping makes us happy.

Discussion on the three conclusions. Prepare, "My Remember Book." Paste in it the picture of the little foreigner. Write the three things to be remembered. Also the memory verse.

Expressional Activity: Start the drawing of an outlined map of Palestine. Name and locate some of the places with which pupil is already familiar; among them make Samaria plain, Nain, by Galilee, where the three stories told took place.

Application: Definite times planned for the class to be kind to foreign children. Watch closely for

times when other people help some one who needs aid. Be helpful as many times as possible before next class period. Let us each keep a list. Count the number of times mother helps us; father helps us. We will be surprised.

Assignment: Make the book of Matthew.

Learn this verse: "Remember the Sabbath day to keep it holy."

CHAPTER XXI

A SICK MAN HEALED

Theme: To help children be forgetful of self in social relationships.

To create within them a desire to serve others.

Aim: To teach pupil that it is right to help people every day.

To explain what keeping the Sabbath day holy means.

To help children understand God wants us to help any time.

Preparation: Read carefully the account of the story as found in John 5. 1-24. Study Josephus' description of the pool and the crowded porches around the sheep entrance to Jerusalem. Study the Jews' conception of "keeping" and "breaking" the Sabbath day. Compare this story with other incidents in Jesus' life where he was accused of breaking the Sabbath day.

Make a plasticine map of Palestine and locate

the places in Chapters XX and XXI. Take to class illustrative material of children helping.

Teaching Points: The wonderful power God gave Jesus to heal a sick boy when he was not near. The happiness Jesus made for the nobleman by helping. The happiness we can afford others by helping them. Jesus went to the Temple on Sunday. His reason for going. The healed man went to the Temple that Sunday. His reason for going. Our reasons for going to church and Sunday school on Sunday. What the people of Jerusalem thought about Sunday. How they interpreted, "Remember the Sabbath day to keep it holy." What we think about Sunday. How do we interpret the commandment? How can we keep the day holy?

God helped Jesus when he healed the man. He is near and is our help when we serve others.

Method: Review last lesson by having three different pupils retell the three incidents recorded in it. Let several of the children read their lists of observations which was assigned in last application. Show and explain the picture of the sheep gate entrance to the city of Jerusalem.

Tell the story straight through. Ask the story questions at the close of the text. Ask each child to write a list of helpful things which it is right to do on Sundays.

Trace the journey of Jesus on their relief maps from the border of Galilee to the Cana and Jerusalem of this lesson.

In their "Remember Books" have each child place one of the pieces of illustrative material you brought showing others helping. Record the

thoughts of this lesson on helping which they should remember. Fasten the relief maps in their books.

Expressional Activity: Start making a plasticine map of Palestine from the relief maps drawn. Locate as you have time, by various colored tacks, the places of these last two stories.

Make the book of Mark for the shelf of Bible books.

Application: Plan a special project for Sunday in which the children can help make others happy. Visit to Old Ladies' Home, to Orphanage, to hospital, to shut-ins, to little sick children, etc. Attend church service. When you go home make a list of some of the parts of the service. Each child asked to write during the week a prayer asking for the strength of God the Father when they want to do *golden deeds* for others.

Assignment: Find the stories in the book of Mark. Learn Mark 9. 41.

CHAPTER XXII

HERE'S MY LUNCH!

Theme: To teach children to be forgetful of self in social relationships.

To create a real desire to serve.

Aim: To arouse a loving admiration of Jesus.

To teach that nothing is too small to give.

To stimulate desire to give to those in need.

Preparation: Read the biblical material found in

John 6. 1-15. Study carefully the story as it is presented in the lesson text. Read the extra Bible material incorporated in this story found in Luke 8. 26-55. Find other instances in which God helped Jesus serve and make people happy in Matthew 9. 27-32; 9. 2-9; 20. 30-34. Look up references of others giving and the happy results found in Luke 10. 30-38.

Take a picture of the feeding of the five thousand and extra illustrative material of folk sharing.

Teaching Points: What there was about Jesus which made folk love and admire him. He was always serving others. The love people bear toward those who help them. The many, many opportunities there are for us to serve.

The little lad served by giving. Nothing is too much to give. He gave his all. It may seem tiny to us, but God helps it do a big *golden deed*.

The happiness that came to others through helping. The happiness which comes to us as well as others through giving. Every day is the day to help and give. Not set aside certain times. Jesus doing so all the time. Who depend upon us to help them. What we miss if we do not help. Easier to help and to give the second time.

Method: Have the class first name the ways in which Jesus helped other folk in last two lesson stories. Report on how many helpful things they have seen boys and girls do this last week. Let them submit lists of the parts of morning service remembered. Locate on their plasticine maps the place where Jesus was in last lesson. Trace his journey to the place of to-day's story, to the other

side of the sea of Galilee and start toward Capernaum.

Discuss the kind of country over which Jesus traveled. Sand-table map would help you greatly at this phase of the lesson. Get back from the children whether they have ever gone on a picnic to the seashore, bringing out in responses: (1) what they took with them; (2) how they spent the day; (3) if they had lots to eat; (4) who was helped.

Now tell the story straight through.

Show the picture of the feeding of the five thousand.

Class responses: experiences in which they have given something they had to some one else. What were the results? Teacher can start this by giving concrete example of her own. Results to her. Results to the one with whom she shared.

Now study the extra illustrative material the teacher brought. In the light of these pictures discuss what we should remember from story.

Expressional Activity: In "My Remember Book" paste one of the illustrations on giving and write within the three points of the lesson story to be retained.

Make the book of Luke for shelf.

In Mark copy the memory verse.

Application: Plan a definite class project in which each shall be giving this week of something which is his own to make some one else happy. Carry out the plan during the week, taking part of class to see results. Besides let each resolve to help through giving individually.

Assignment: Make the book of John.

Bring to class a picture of one working.

CHAPTER XXIII

FEED MY LAMBS!

Theme: To help children to be forgetful of self in social relationships.

To create a real desire to serve others.

Aim: To teach pupil how to be follower of Jesus.

To learn to show their love for Jesus by helping others.

To show that helping others is doing God's work.

Preparation: Read carefully the biblical material found in John 21. 1-18. Then read the story in the text. Become perfectly familiar with both. Be sure you know the text questions and their constructive teaching. Be prepared with incidents of how followers of Jesus to-day can serve him; are serving him. Know the history of the life of Jesus between last story and this.

Teaching Points: What it means to be a follower of Jesus. What the deeds are which followers of Jesus should do. The reason for lie which Peter told. The unhappy results to Jesus and Peter because of his lie. Reasons which appear to us for telling untruths. The results to us and our friends. Happiness the result of telling the truth. What made Peter happy later? The need to be sorry for wrong deeds. Ask God's forgiveness. That will clear away all unhappiness. The necessity of showing as well as saying that we are sorry.

The *golden deeds* we can do to show God the Father and Jesus his Son how much we love him. Show him that we want to be his followers. What did Peter do to show his love?

Method: Show the picture of last week's lesson. Get responses on the lesson story. Make application of lesson by asking for the weekly report on the definite tasks performed during the week. Get from boys and girls through questioning their real reasons for performing those tasks. How they felt when done. This makes undoubtedly the basis for the new lesson—happiness in doing God's work through helping others.

Tell the story straight through.

Study the picture of the denial to represent the first part of the story. Get from pupils their impression of picture as to:

1. Expression on Jesus' face.
2. How Peter looks.
3. What the maid may be thinking.
4. What the soldiers may be saying and doing.

Study the picture of the second half of the story, "Peter Trusted Again."

1. Expression on Peter's face.
 2. The look in Jesus' eyes. Make comparisons.
- Get from children the reasons for the difference in the look of the two—unhappy—happy.

Ask the story questions.

Expressional Activity: Give each a small reproduction of two pictures of lesson. Place in their "Remember Book." Write under each the thoughts of the story to be remembered. Beside the story fill in the blank of the following sentence. "We can be happy if we ———." Let each child fill in. Making others happy through *golden deeds* is the thought.

On their plasticine map trace the journey of

Jesus from last story to to-day's lesson. Let each one find the very important places.

Application: If there is a community need which the class can help, meet in a body during the week, plan on that, and instead of individual tasks, plan a cooperating scheme for serving. Make it as extensive as your community needs allow. If that is impossible, then from lists in the "Remember Book" choose definite tasks for definite individuals.

Assignment: Make the book of John for Bible shelf.

Fill it with the stories in John which you know. Learn the rest of books of New Testament.

CHAPTER XXIV

THE WOMAN ALL CHILDREN LOVED

Theme: To teach children to be forgetful of themselves in social relationships.

To create in pupil a real desire to serve others.

Aim: To show children that God's plan is for us to carry on his work.

To make plain that helping others creates love.

To show that people go without help if we forget.

Preparation: There is very little biblical material to use with this story. It must needs be largely imaginary. Read Acts 9. 36-43. You will need to have the story as it appears in the text definitely in mind. Locate the places of the story on your plasticine map, Joppa and Lydda. Be prepared

with stories of local people who are helping the way Dorcas did in her town—every community has its helpers. Collect illustrative materials of folk helping.

Teaching Points: Dorcas did many little *golden deeds* for people who needed them. Some of the smallest deeds brought the greatest happiness. Our opportunities to do the same or like golden deeds for folks. Listed. The reason why everyone loved Dorcas. The reason why folk love us. One very good way to win the love of our playmates—help them. Dorcas showed that she was a follower of Jesus. How? How we may show that we are followers of Jesus. When Dorcas showed that. When we may show it.

Jesus depended upon his followers then to do God's work. Depends upon his followers now. If they forget, the work of God is not done.

The result of Dorcas' *golden deeds* was not only love but real happiness. The results of our *golden deeds*.

Method: Retelling of last story, closing with Jesus' command to Peter and its interpretation. Told from the two pictures. Report of the class activity on the special project they planned for that week. Discussion of the results of that class project—happiness for others.

Give your stories of local folk who have helped. Obtain some golden deeds of folk whom the children know. (Incident of adoption, Thanksgiving, Christmas, Easter dinners, etc.) This will form the basis for new lesson.

Tell the story. Ask the story questions. Let the children use their imagination in answering the last question.

Have each select from illustrative material picture of someone helping. Fasten in "Remember Book" and put underneath the helpful things from the story to be remembered.

Expressional Activity: On plasticine map of Palestine, locate the seaside town where Dorcas lived—Joppa; and the town where Peter was—Lydda. Taking book of John which they have made, find the stories and write in.

Learn James 1. 22.

Application: Plan a definite class project as nearly like one of the tasks of Dorcas as you can possibly make it.

Make a list of other opportunities children may have during the week.

Ask for report.

Assignment: Make the book of Acts.

Put the story of Dorcas in it.

CHAPTER XXV

NICHOLAS MISSES THE CELEBRATION

Theme: To teach children to be forgetful of themselves in social relationship.

To create in the pupil a real desire to serve others.

Aim: To show the child that giving up for others is a *Golden Deed*.

To make plain that that kind of a gift pleases Jesus.

To inspire the child to give up.

Preparation: Read carefully the lesson story as it appears in the text.

Collect illustrative material showing some beautiful churches.

Read the description of Solomon's Temple found in 2 Chronicles 3. 4.

Prepare a brief description of this beautiful house of worship.

Tabulate observations during the week of people who have given up their own pleasure in order to help some one else. Have at least one usable as introductory.

Teaching Points: Different kinds of churches where different peoples worship.

Places other than churches where people worship.

The different reasons why people do deeds of kindness. The right reason for doing them. The reason God has for helping people. Love for his people. His desire to serve them all. Love for folks and the desire to serve them all should be our reason.

Giving up our pleasure to help some one or something. Strangers as well as our own folks. Dumb creatures.

Give up in little things as well as in the big ones.

The Christ-child knew what Nicholas had done even though Nicholas could not go to church.

The reward of Nicholas' golden deed. The opportunities for every one to do golden deeds.

Method: Retelling of the last story. Discussion of how Dorcas may have given up her own pleasures so that others may have been helped. This may draw on the children's imagination, and if so, all

right. Touch on (1) why she gave up, (2) when she gave up for others, (3) where and how she gave up.

Let the pupils make comparisons between people they have noticed denying themselves and Dorcas. Let them do the suggesting. Tell your story of personal observation during the week.

Tell the new story. Ask the story questions at the close of the story.

Show the pictures of the great churches. Study them together. Find out what part of the story each picture reminds the children of. Let each select one of the church pictures. Fasten in his "Remember Book" and have each write beneath the story as he remembers it.

Discussion of *golden deeds* of giving up which we can do for others.

Blackboard list. Let each child choose the one nearest possible for him to do and put in his notebook under the caption, "My Golden Deed."

Expressional Activity: Make an outline map of your town or of your city. Locate places where you can help. If there are no opportunities for class expression in your town, then draw a map of the State. Locate on it the orphanages nearest your home. Locate on it your church schools or your church hospitals. Make it local if possible. Underneath the map designate locations and opposite each write the particular activity in which you are going to engage.

Application: Plan a definite giving up to buy toys or other gifts for the institutions above listed. Or plan on giving time and make happy hours for some shut-ins.

Assignment: Bring in a short written story about some one who gave up.

Learn Galatians 6. 9-10a.

CHAPTER XXVI

THE BOY ON LONDON BRIDGE (REVIEW)

Theme: To help children to be forgetful of themselves in social relationship.

To create in the pupil a real desire to serve others.

Aim: To show children that simple kindnesses are *golden deeds*.

To emphasize the kind of deeds Jesus' followers should do.

To create a desire to be kind and considerate of others.

Preparation: Read over carefully the story as found in the text. Obtain a picture of the city of London if possible—typical English city picture anyway. Also obtain pictures of some of the city's little newsboys. Read Strong's *The Challenge of the City*. Read some of the stories of the kindnesses of Jesus other than those found in this section's lesson stories. Luke 9. 37-44; Luke 8. 22-26; Luke 7. 2-11. This will help to prove the second aim as designated above.

Teaching Points: Comparisons of advantages of our lives with the lives of the little newsboys and bootblacks of London. The cheerful leaving of his

kit in order to help the little cripple home. Linked with lesson of giving up in last story. The discomfort to the boy in having to walk those two long miles on that kind of a night. Our opportunities for being unselfish.

What makes a city great? Great buildings? Wealth? Millions of people? Or *golden deeds*? Which? Conclusion the soldier came to in answering these questions.

The boys and girls; the men and women who are helping to make our town great through *golden deeds*. Men who are making our country great by doing *golden deeds*.

Method: Let one of the children retell the last story of "Nicholas Misses the Celebration." Have several recount the instances which came under their observation during the week—of men and women or children who gave up.

From the children bring back the stories about Jesus which show how he gave up. This gives the opportunity for review. Close this section of the class period by telling one of the stories of Jesus being kind suggested above.

Tell the new story. Ask the story questions.

Study the illustrative material of the newsboys of cities and of the city itself. Let each child select one of the newsboy pictures. Fasten it in "My Remember Book" and write underneath the parts of the story he remembers best.

Discuss the life of London newsboys, making comparisons with ours. Make a list of the ways in which a newsboy could be kind. Make a list of the ways in which we can be kind from the discussion.

Name the men and women in Chapters XIII-XXVI

of the text who helped make places great. This means review.

Select men and women of the town who are helping to make it great by doing *golden deeds* of kindness.

Select those in the nation.

Expressional Activity: Compose a class note of thanks and have it sent to several of those named who are doing golden deeds. Let the children of the class write and mail them. On map of town or State, whichever was outlined in connection with last lesson, locate places where institutions are we can help and where men and women live who do *golden deeds* of kindness. List on bottom of map *golden deeds* the class did last week.

Application: Select from list made in class discussion one *golden deed* each can do individually, and then from institutions listed on map, select one which the class as a whole will help. If you can locate a home for crippled children it would be wisest.

Assignment: Review lesson stories in this section.

Find one man and one woman who are doing *golden deeds* of kindness in our country. Come to class prepared to tell about them.

Learn Luke 6. 31a.

OUTLINE FOR DIVISION V

TELLING THE STORY OF GOD THE FATHER AND JESUS THE TEACHER
TO OTHER LANDS.

<i>Name of Division and Theme</i>	<i>Name of Story</i>	<i>Aim of Story</i>
GOLDEN DEEDS IN OTHER LANDS.		
1. <i>To develop in the children a real desire for real world brotherhood.</i>	27. The Son of a New Armenia.	Patriotism.
	28. Hajeela.	Loving Responsibility.
	29. A New Doctor for China.	Understanding.
2 <i>To establish a determination to effect this brotherhood through daily conduct.</i>	30. Keep the Door Open.	Remembering.
	31. The Boy Who Wanted to Belong.	Making Others Happy.
	32. Rita Makes a Rescue.	Brotherly Kindness.

DIVISION V

CHAPTER XXVII

THE SON OF A NEW ARMENIA

Theme: To develop in the children a desire for real world brotherhood.

To establish a determination to effect this brotherhood through daily conduct.

Aim: To teach boys and girls that there is but one law for all peoples—the law of God.

To show the value of loyalty to what is right.

To create a real desire to help orphanages of the church.

Preparation: Read the story as found in the text. Send to your denominational mission boards or to the Near East Relief Committee for illustrative material and additional story material. Obtain from them a list of your own denomination's orphanages and where located. Procure a map (outline only) of Eurasia and be prepared to place on it dark-blue stars at points where orphanages are found. This to be done by children in class period. Study the lives of one or two of the great men and women (Christian) of other races, and what they have done for their peoples after knowing about God: (1) Booker T. Washington; (2) Doctor Mary Stone. In the *Twentieth Century New Testament* read the introduction to the book of First Thessalonians which the children are to make. Thessa-

lonica of those days is now the Turkish town of Salonica. Learn the first verse of, "We've a Story to Tell to the Nations."

Teaching Points: The real reason Aksor loved Mr. Hardy: because of his *golden deeds* of kindness to the children of the school.

Comparison of the law of the desert with the law of the orphanage which was the law of God. Results which come from following each.

One wrong deed leads to another. See Aksor. But a golden deed leads to another. See Aksor. The results of the *golden deeds*—honor and safety and happiness.

Aksor learned to be loyal to those who were following God no matter what race they came from. Opportunities we have to be loyal to others—sometimes of other nationalities. Some great men and women of other races need what they have given to us.

The happiness our orphanages bring to hundreds of boys and girls. The possibilities for more work. What would happen if we did not support these homes. The results of telling the story to all these boys and girls.

Method: Open the class period by telling the story of one of the great men or women who had heard the story of God from missionaries and who did *golden deeds* afterward: Doctor Mary Stone, Chinese. Study pictures of orphanages and groups of Armenian and Turkish children. In discussion be sure the children understand something of Turkey's attitude toward Armenia. Be sure they know what an orphanage is and why our church builds them.

Learn together the Golden Rule as the law of the new Armenia. With these explanatory measures taken, you are ready to tell the new story and ask the story questions. Study together several of the pictures the children have brought. On the map you have prepared let children help locate the orphanages of your church with blue stars. Learn the first verse of "We've a Story to Tell to the Nations."

Expressional Activity: Start a "Golden Deed Book"—fasten the pictures of the orphanages which the pupils brought in each book and have them write underneath: "What I would like to do for an orphanage." Let each make a list.

Make the books First and Second Thessalonians. Learn 1 Thess. 5. 14-19. Put it in the made book.

Application: If possible, select one from the list of "What I Should Like to Do," and use that for a class *golden deed*. Star it in notebook when completed. Star others that individual children do. Ask the children to find out one thing which their church or Sunday school is doing for one church orphanage.

Assignment: Illustrate the first verse of "We've a Story to Tell to the Nations."

CHAPTER XXVIII

Hajeela

Theme: To develop within the child a desire for real world brotherhood.

To establish a determination to effect this brotherhood in daily conduct.

Aim: To teach children one of the best ways to serve is to tell other boys and girls about God the Father, and Jesus.

To create the desire to tell the story and provide opportunity.

To show how the story brings happiness.

Preparation: Read over that portion of scripture found in Luke 18. 15-17. Make a mental picture of it so that you can describe it to the class. Obtain a copy of the picture "Hope of the World" and hang in your room. Obtain from your denominational boards names of mission stations needing pictures. On your outline map used in last lesson be prepared to locate such missions with red stars. Read the story of Saint Augustine's visit to England, bringing the wonderful story to our ancestors.

Teaching Points: That people who do not know about God the Father and Jesus his Son are without those things which make us most content and happy. People who love and follow Jehovah are the ones who help to tell others the wonderful story.

Some can go in person. Many cannot go. Ways in which we can help those who do really go to tell the story, and help it reach lands where it is not known.

Churches and schools and hospitals are the first to be built by missionaries for the people to whom they go. Reason for this.

The story of God the Father can be told in churches by preaching and the Sunday-school lesson. It can be told in school by teaching boys and girls to read for themselves. It can be told in hospitals

by helping make the sick well. That is all part of the story.

Method: Start by having one of the children retell the story of "The Son of a New Armenia." Repeat together the golden rule. Make it a prayer and as a class offer it as such. "Dear heavenly Father, help us to do unto others as we would have them do unto us."

Give the story account of how a long time ago Saint Augustine came to our people in England. Conclusion—had he come not we would not know story of Jesus. We are passing it on.

Countries where boys and girls need to be told the story found by studying the picture "Hope of the World." Among those named will be Africa.

Tell the story of Hajeela. Ask the story questions.

Discussion as to how we can help tell the story to other boys and girls. Pictures collected. Where sent?

On map used at last lesson session, locate with children the schools (missions) with the red stars.

Expressional Activity: In "Golden Deed" book write, "How I'd Like to Tell the Story." Make a list. Star those which you are doing.

Make book of Galatians. The way Paul told the story—wrote this letter. Learn Galatians 4. 9, 14. Put it in the made book.

Application: Plan time to mount or string the picture cards.

From list in "Golden Deed" book select one way for the whole class to follow. You will need to have several projects definitely in mind.

Tell the story in your own home by doing *golden*

deeds. Watch for deeds of men and women which prove that they love and follow the heavenly Father.

Assignment: Learn second verse of "We've a Story to Tell to the Nations."

CHAPTER XXIX

A NEW DOCTOR FOR CHINA

Theme: To develop within the children a desire for real world brotherhood.

To establish a determination to effect this brotherhood through daily conduct.

Aim: To show children that the story can be told through *golden deeds* in hospitals.

To teach that everywhere we help tell the story by keeping sweet tempered.

To prove that we show our love for God by not getting angry.

Preparation: Read the story of "The Tiger Hunt," which precedes this story in *The Honorable Crimson Tree*, by Anita Ferris. This will make possible a setting for the new story. Read of the practices of the old Chinese doctors and the medicines they used expecting people to get better. Study some of the old Chinese superstitions. Read the story in the text. Find out from your own denominational boards where they have hospitals located. Locate these places on the outlined map used in connection with other two lessons. Use gold stars for the hospital places. Take illustrative

material of foreign hospitals, doctors, and nurses. Find the pictures of Doctor Mary Stone especially. These can be secured from your official missionary organization. Find out what is needed and select one need for your children to meet.

Teaching Points: Conveying the informational knowledge of the ignorance of the Chinese doctors and the subsequent terrible unnecessary sufferings of the people. Only one way to help it. Send Christian doctors to China. Have Chinese study medicine in Christian schools. Compare ways of Chinese doctors with ours. Which would you rather? "Do unto others as you would that they should do to you."

Chen got angry. The result of his anger was wrong deeds. The results of his wrong deeds. Unhappiness comes from temper. Danger comes from temper.

The foreign doctor did not scold Chen. The effect of this on the boy. Results of not getting angry. Shows one's love for his neighbor. It won the love of the boy. It told the story to him. The final result—won Chen for a doctor.

Thankfulness that long years ago some one came and told our peoples.

Method: Have one of the children retell the story of Hajeela, reporting on the *golden deeds* the class decided to do for the mission school. How that tells the story.

Study picture of hospital and Chinese doctors. Tell some of their peculiar superstitions about medicines. Let children make comparisons with our ways of treating the same disease.

Tell the story of "The Tiger Hunt," for it will lead directly to new lesson and hold same lesson truth.

Now tell the story of the lesson. Ask the story questions. Discussion as to what would happen if no one went to tell story to other countries.

On outline map have children place gold stars for all the hospitals which the church has.

Expressional Activity: In children's "Golden Deed" book have them fasten the pictures they brought of hospital or Chinese doctor or boys and girls. Under it write "What I'd Like to Do for Hospitals." Make list.

Make the books of First and Second Corinthians. Learn 1 Corinthians 16. 13, 14. Put in book.

Application: From lists of "What I'd Like to Do," select one which the class can do. Watch for times when boys and girls keep their temper at school. Note times when you start to get angry and do not. Remember them and tell class about them.

Assignment: Learn third verse of "We've a Story to Tell to the Nations."

CHAPTER XXX

KEEP THE DOORS OPEN

Theme: To develop within the children a desire for real world brotherhood.

To establish a determination to effect that brotherhood through daily conduct.

Aim: To show children that the story can be told through *golden deeds* in mission schools.

To show that the story stops being told when we stop sending money.

To prove that we show our love to God when we show our love for other children.

Preparation: Read the story in the text carefully. Get in touch with your denominational mission boards and locate on the outlined map you are using all the mission schools in India. Use blue stars. Double star Yeot-mal. Bring to the children a little of what happens to boys and girls in India where the story is not told. Bring illustrative material of Hindu schools, Hindu people. If possible, find some curios to take to the class in explanation of their ideas of gods. Have with you the illustrative materials used in connection with last week's lesson. Find out one school that needs help to keep its doors open. (You can get the information from your denominational board.) Present this at the close of the lesson and make it possible for the children to help to meet this need.

Teaching Points: Giving information of the things which Hindu boys and girls have to suffer when they do not know about God the Father and Jesus the Teacher. Compare what they do with Hindu boys and girls with what we do with and for others (our boys and girls). Arouse sympathy.

Hindus depending on us for the story which will make them happy. How can we send it? Will we send it?

Miss Conway thought of the boys and girls first and then of herself. Do we think of them first?

Should we? What did Jesus say God would have us do?

The little Hindu boys and girls were willing to go hungry so as to help. They have so little to eat and yet they were willing to share it. Are we?

How far are we willing to share what we have with others who have not so much? Write a prayer to the heavenly Father telling him about it.

Method: Have one of the children retell the story "A New Doctor for China" and have a report on what they saw this week that showed men and women or boys and girls loving God because they did not get angry. Locate again on the map the hospitals where the story is being told. Give some comparisons between the treatment of Chinese boys and girls where God is not known and our American children.

Tell the new story.

Offer prayer for the school which has been selected by the children to help. Change name of Yeot-mal in the story to the name of your school if you prefer.

Let the children discuss what they think should be done.

Locate the mission schools in India on the map with the dark blue stars.

Expressional Activity: In their "Golden Deed" book have the children answer the story questions. Under "What I'd Like to do for Mission schools," have them make a list of what they could do.

Choose one they can each do alone for that week. Choose one that the whole class will carry out together for the next three weeks.

Make the books of Galatians and Ephesians.

Learn Ephesians 4. 6—"There is one God and Father of us all."

Application: Saving something during the week which can be sent to India to the mission school to help tell the story.

Think of other people first every day this week. See how many times we can do for others first—ourselves afterwards.

Assignment: Learn the fourth verse of "We've a Story to Tell to the Nations."

CHAPTER XXXI

THE BOY WHO WANTED TO BELONG

Theme: To develop within the child a desire for real brotherhood.

To establish a determination to effect that brotherhood in daily conduct.

Aim: To show children that we need to tell the story to foreign born boys and girls in this country.

To explain that we help by our established orphanages.

To make clear that we can help other children to be less lonely and so tell the story.

Preparation: Read something of the conditions of Italian boys and girls in their own country. Secure Italian children's pictures. Also obtain illustrative material of orphanages and the evening classes for the Americanizing of foreign-born people in our country.

Be able to trace the journey, which little Christopher took by boat, on the map and show the class how he got to America. Find out what some of your orphanages need and be ready to help the children meet that need.

Teaching Points: The difficulties a boy faces when he comes to a country where he cannot understand what anyone is saying. He doesn't know the language, the dress, the ways, the people. How we would feel. How we would like to have other folks treat us if we went to Italy or China or Poland. How we treat people who come here. Splendid opportunity to arouse desire to shield instead of hurt.

The man spoke kindly to Christopher. Christopher answered politely. The result of his answering so politely. Mr. Steeple found a home for him. He found him folks to whom he could belong. Results of our helping folks who long to belong. Be kind. They told Christopher the Jesus stories in the orphanage. Boys and girls help make these homes possible. What does it do for others? Make them happy.

Method: Have one of the children retell last Sunday's story. Get responses of when and where they thought of other people first during the week.

On the map show them how to go from India to Italy and then trace the journey which little Christopher would have to take when he came to this country.

Tell the new story and then ask the story questions.

Show your illustrative material and present the need of the one orphanage you are in touch with.

Follow with discussion as to how these boys and girls of your class can help make others happy.

Locate the orphanage you are going to help on the map with gold star (large).

Expressional Activity: In "Golden Deed" book make a list of how we can make foreign born boys and girls happier. It will grow out of your discussion.

Underneath draw the American flag.

Draw the Christian flag. Learn the salutes to both.

Make Philippians and Colossians books of the Bible.

Learn Philippians 4. 8. Think of it in relation to the foreign born. Write it out and fasten it in Philippians.

Application: Pick out one of the projects for helping the orphanage which the entire class can accomplish together during the week.

Let each one separately choose one way in which they will try to make some other boy or girl happy this week.

Assignment: Completely master "We've a Story to Tell to the Nations."

Make First and Second Thessalonians.

Review 1 Thessalonians 5. 15. Put in the book made.

CHAPTER XXXII

RITA MAKES A RESCUE

Theme: To develop within the children a real desire for real brotherhood.

To establish a determination to effect this brotherhood through daily conduct.

Aim: To show children that we tell the story in the way we treat boys and girls of other races here.

To explain that God wants us to be kind to his children—no matter what color.

To help children sense the true meaning of brotherhood in play.

Preparation: Read something of the history of the lives of great Negro men: Booker T. Washington, the teacher; Bishop Alexander Priestly Camphor, the missionary. Find out where our colored schools are located. Read something of the history of the race. Study the story of the text. Look over local situation to discover whether or not there is any possibility of application of story locally. If not, then find out some Negro school which needs help—text books or Sunday-school papers. Prepare this for service activity.

Teaching Points: The boys and girls were mean to Rita. That made the little colored girl unhappy. Anyone who is mean cannot tell the story of God the Father. Are we ever mean? Rita did not answer back. She tried to do her best and not mind. She was telling the story by the way she acted. Do we? Boys hurt the dog. They were cruel. They were not telling the story. Rita dares to face the boys and save the dog. She was brave, and she showed she knew the story by her kind act. Are we kind or cruel to little dumb creatures? When the girls told Rita she was sorry, then they were beginning again to show they were Christians. When we are sorry, then we can begin to make

others happy again. Rita was happy when the girls were her friends. Can we find some boy or girl who is lonely and be a friend to them? That's telling the story.

Method: Have one of the children tell last lesson story. Get responses as to what they have been able to do during the week to help make others happy.

Show on the map the way from Africa to our country.

Show how the first black folks came here. Get responses from the children as to what they used to do (slaves), and whether it was right or wrong.

Tell story of "Rita Makes a Rescue."

Ask story questions.

Star on the map the places where our colored schools are.

Expressional Activity: In "Golden Deeds" book write what Rita teaches us. Have children do this in their own words.

Make a set of vacation rules which you will try to follow: one on Kindness; one on Fair Play; one on Obedience; one on Making Others Happy, etc. Let class make them.

Find specific places where rules can be applied. Make books First and Second Timothy.

Learn 2 Timothy 2. 2.

Application: From the above rules and the applications choose a number to follow out during vacation months.





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